2009-2010 AISD Campus Staff Climate Survey
Mathews Elementary School

A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More specifically, research in AISD indicates that staff climate survey results are related to student Texas Assessment of Knowledge and Skills (TAKS) performance in both math and reading (Bush-Richards, Cornetto, & Schmitt, 2008; Schmitt, 2006). The figure below represents how campus climate can facilitate student academic growth.

The image below displays factors that are known to be related to student academic growth. In this report, we focus on Staff Climate (circled in red), which has been measured with seven survey subscales: Teacher Support, Community Engagement, Collegial Leadership, Professional Teacher Behavior, Achievement Press, General Climate and Data Vision.

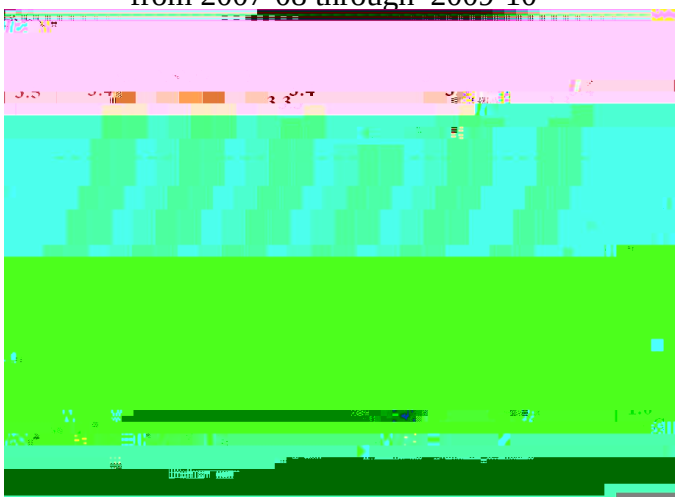
In Fall 2009, 41% of teachers from Mathews responded to the survey. Figure 3 represents the percentage of respondents at Mathews (depicted in dark green) and across all Elementary Schools (light blue) who identified themselves as teachers, classified/support staff, or administrators and non-teaching professionals, plus the number who did not specify a staff role. This information will help you to generalize the findings to the rest of your campus community.

Staff results for Mathews for the 2009-10 school year year are highlighted on the next page. Please pay close attention to the call-out boxes that appear in red and green as they

The graphs below depict Mathews's staff climate ratings over time, as well staff climate ratings across all Elementary Schools in 2009-10. Scores over 3.0 are desirable, as indicated by the red dashed line in the graphs below. The first step in improving campus climate is to examine the score for each area (Figure 2).

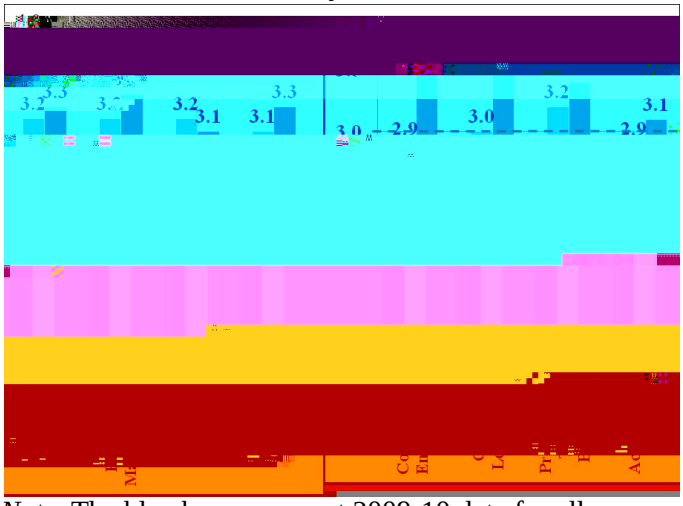
For 2009-10, Mathews staff rated Community Engagement the highest of all climate areas. Alternatively, Mathews staff rated Achievement Press the lowest of all climate areas. In the appendix, you will find the individual items that make up Community Engagement and Achievement Press. Examine these items and consider possible areas for campus improvement. Make note of any item with an arrow, which indicates an average rating that is meaningfully higher or lower than that of the previous year. Discuss these areas of strength and challenge with staff, and note the ways in which initiatives on campus have addressed or could address these issues during the current or next school year.

Figure 2. Campus Climate Subscales for Mathews from 2007-08 through 2009-10



Mathews's highest subscale on the 2009-10 staff climate survey was Community Engagement, which refers to the extent to which the school has fostered a productive relationship with its community and can count on involvement and support from parents and community members. This subscale also measures the degree to which the school provides the community with information about its accomplishments.

Figure 3. Campus Climate Subscales for Mathews and all Elementary Schools, 2009-10



Note. The blue bars represent 2009-10 data for all Elementary Schools and the green bars represent 2009-10 data for Mathews Elementary School.

Mathews's lowest subscale score on the 2009-10 staff climate survey was Achievement Press, which measures the degree to which students, parents, teachers, and principals foster a climate of high academic rigor on their campuses. Achievement Press has been linked to student achievement and teacher engagement in AISD. For more research on achievement press and ways to improve your campus's ratings, please visit: http://ccsr.uchicago.edu

APPENDIX

Community Engagement Subscale Items	Mathews 2008-09	Mathews 2009-10	All Elementary Schools
5. Our school makes an effort to inform the community about our goals and achievement.	3.5	3.7 ↑	3.2
9. Our school is able to enlist community support when needed.	3.6	3.7	2.8
20. Teachers feel pressure from the community.	3.5	3.6	3.0
26. Select citizen groups are influential with the board.	3.4	3.1 ↓	2.6
31. Community members attend meetings to stay informed about our school.	3.1	3.3	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.5	3.6	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	3.4	3.3	3.0
Community Engagement subscale	3.4	3.5	2.9

Collegial Leadership Subscale Items	Mathews 2007-08	Mathews 2008-09	Mathews 2009-10	All Elementary Schools
2. The principal explores all sides of topics and admits that other opinions exist.	3.6	3.6	3.6	2.9
10. The principal puts suggestions made by faculty into operation.	3.2 ↑	3.5	3.3	2.8
11. The principal treats all faculty members as his or her equal.	3.4	3.5	3.3	2.9
16. The principal lets faculty know what is expected of them.	3.5 ↑	3.3 ↓	3.4	3.3
18. The principal is willing to make changes.	3.5 ↑	3.4	3.5	2.9
22. The principal maintains definite standards for performance.	3.5	3.6	3.4	3.3
35. The principal is friendly and approachable.	3.8	3.7	3.8	3.1
Collegial Leadership Subscale	3.5	3.5	3.5	3.0

APPENDIX

Achievement Press Subscale Items	Mathews 2007-08	2008-09	2009-10	All Elementary Schools
3. The school sets high standards for academic performance.	3.6	3.7	3.6	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.7	3.5	3.6	3.4
7. Parents exert pressure to maintain high standards.	2.7	2.9	2.8	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.3	3.5	3.6	3.3
13. Parents press for school improvement.	2.7	2.7	2.8	2.4
15. Students in this school can achieve the goals that have been set for them.	3.5	3.4	3.4	3.1
19. Students respect others who get good grades.	3.2	3.1	3.2	3.0
25. Students seek extra work so they can get good grades.	2.4	2.5	2.3	2.3
32. Students try hard to improve on previous work.	2.9	2.8	2.8	2.7
34. The learning environment is orderly and serious.	2.8	2.9	2.9	3.1
Achievement Press Subscale	3.1	3.1	3.1	2.9

4. Teachers help and support each other.
12. Teachers respect the professional competence of their colleagues.
14. The interactions between faculty members are cooperative.
17. Teachers in this school exercise professional judgment.
21. Teachers go the extra mile with their students.
23. Teachers provide strong social support for colleagues.
6. Teacheshowformmitevemetohat their
All Elementary Schools
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APPENDIX

	Mathews		All Elementary Schools
	2007-08	2009-10	
50. Student racial tension	0.7	0.7	0.9
51. Student bullying	1.9	2.0	1.8	1.8
52. Widespread disorder in classrooms	0.8	0.9	1.1	1.0
53. Student acts of disrespect for Teachers	1.8	1.5	2.0	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.7	1.5	1.7	1.5
55. Student acts of disrespect for Classified or Support Staff	1.7	1.5	1.6	1.5
56. Gang activities	0.1	0.1	0.1	0.5

Note: It is desirable to have a response of less than 2.0

How satisfied are you with the way your campus addresses:	Mathews		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	3.2	3.4	3.1
57b. Classroom Management	3.4	3.5	3.3
57c. Common Area Management	3.3	3.3	3.2
Behavior Management Subscale	3.3	3.4	3.2

Note: It is desirable to have a response of at least 3.0.

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To the best of your knowledge, how often do the following events occur at your school?	Mathews 2008-09 No	Mathews 2008-09 Yes	Mathews 2009-10 No	Mathews 2009-10 Yes	All Elementary Schools No	All Elementary Schools Yes
58. There is a behavior support team (other than PBS or IMPACT) on my campus.	n/a	n/a	20%	80%	25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	85%	15%	27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	60%	40%	15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	6%	79%	24%	92%	8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	18%	65%	13%	88%	21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	12%	44%	52%	48%	27%	73%
Average Percentage	10%	61%	42%	58%	26%	74%

Data Vision. These two items were new to the survey this year and addressed the extent to which teachers utilize student data in their work. Response options ranged from strongly disagree (1) to strongly agree (4). High scores indicate higher levels of data vision.

Data Vision	Mathews 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.1	3.2
41.There is a clear vision for the use of data to inform education in AISD.	3.1	3.1
Total Data Use Subscale	3.1	3.2

Note: It is desirable to have a response of 3.0 or higher.

Teacher Support. These eight items were new to the survey this year and addressed the extent to which teachers feel valued for their contributions on campus, for their hard work and generally supported on their campus. Response options ranged from strongly disagree (1) to strongly agree (4). High scores indicate higher levels of appreciation.

Teacher Support	Mathews 2009-10	All Elementary Schools
42. My school values my contribution to its well-being.	3.5	3.2
43. My school appreciates my extra effort.	3.3	3.1
44. My school does not ignore my complaints.	3.3	3.0
45. My school really cares about my well-being.	3.5	3.1
46. My school acknowledges my good work.	3.2	3.1
47. My school cares about my general satisfaction at work.	3.3	3.0
48. My school shows a lot of concern for me.	3.3	3.0
49. My school takes pride in my accomplishments at work	3.2	3.0
Total Teacher Support Subscale	3.3	3.1

Note: It is desirable to have a response of 3.0 or higher.

REFERENCES

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